DOCUMENT RESUME

ED 190 438 SO 012 748

| | |
|---|---|
| AUTHOR | Roach, Helen |
| TITLE | Earning Money to Buy a Gift for Someone in Your Family and Counting What You Have Earned. Teacher's Guide [and] Student Material. |
| INSTITUTION | Project Consumer Operations Survival Training (COST), Easton, Kans. |
| SPONS AGENCY | Kansas State Dept. of Education, Topeka. |
| PUB DATE | 13 Dec 78 |
| NOTE | 57p.: For a listing of related documents, see SO 012 734. |
| EDRS PRICE | MF01/PC03 Plus Postage. |
| DESCRIPTORS | *Arithmetic: *Economics Education: Elementary Education: Grade 1: Learning Activities: *Mathematics Instruction: *Money Management: Social Studies: Teacher Developed Materials: Teaching Guides: Teaching Methods: Units of Study |
| IDENTIFIERS | Project Consumer Operations Survival Training |

ABSTRACT

This document provides teaching guidelines and student material for a unit intended for use in first grade mathematics programs. Time allotment is from four to six hours of classroom time. The objective of this capsule is to help students learn how to earn and count money. The student material is divided into two sections. Section I focuses on ways to earn money at home, while Section II emphasizes counting the money by one's, five's and 10's. Twelve learning activities reinforce the concepts, including drawing pictures, listening to a cassette, reading, coloring, and playing money-matching games. The teacher's guide provides instructions and directions, including a letter to parents asking for cooperation, objectives, teacher preparation and background information, assessments and keys, directions for teacher-made games, and all worksheets. It also suggests supplementary activities: making a piggy bank, creating a game using money, story writing, and game playing. The bibliography includes publishers' addresses and 1978 prices. (CK)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED190438

# EARNING MONEY

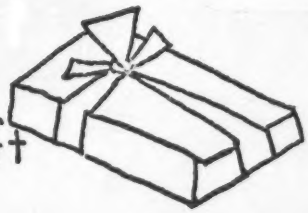
SP 012 748

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
KSDE

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



## to Buy a Gift for Someone in Your Family

## and Counting What You Have Earned

Teacher's Guide

# PACKAGE RESUME FORM

**Publication Date** DECEMBER 13, 1978 **Level/Subject** Grade 1 Mathematics

**Title** Earning Money to Buy a Gift for Someone in Your Family and Counting What You Have Earned

**Author** Helen Roach

**Abstract** This capsule contains activities to teach first graders how to earn and count money. The capsule is self-contained. The teacher's manual contains directions for making games which are optional activities for the student.

The quest activity which is intended for enrichment deals with saving the money earned and is included in the teacher's guide.

The capsule was developed for second semester first graders, however, older students having difficulties in area of counting money may find the capsule beneficial.

It is suggested that you allow 4-6 hours of the students time for completion. This may vary with the student's ability.

TABLE OF CONTENTS


A Sepcial Note . . . . . 1

Sample Letter . . . . . 2

Objectives . . . . . 3

Special Instructions and Directions . . . . . 4

Assessments and Keys . . . . . 5-8, 10

Keys for Activities . . . . . 8-10

Quest Activities . . . . . 11

Record Sheet . . . . . 12-13

Directions for Teacher Made Games . . . . . 14-28

Worksheets . . . . . 29-34

Bibliography . . . . . 35

Company Addresses and 1978 Prices . . . . . 36

# A SPECIAL NOTE

It would be a good idea to send a note home to parents before beginning this capsule. You might explain to them that the children will be learning about earning money for doing household chores. Some families expect children to assume family responsibilities and do not expect to pay children for these chores. Other families give allowances and might be disturbed by a child's request for more pay. On the next page is a copy of the letter that was used when this capsule was used in our own school district.

Dear Parents,

Our first grade is beginning a study of earning money. We will also be learning to count money. Your child will be talking witbu about household tasks or family chores for which he or she may be paid in pennies, nickels or dimes.

I want the children to have practice in counting real coins. This is the reason that I am asking you to pay them. No money is to be sent to school. We will count toy money at school.

If you do not want the children to keep the money, just explain that you are giving them the money to count. We will be talking about the idea of doing chores to earn money in order to buy a gift for someone in the family.

If you have any questions, please feel free to contact me. Thank you for your cooperation.

Sincerely,

## OBJECTIVES

Upon completing this capsule your students will be able to:

1. Draw pictures or tell ways which demonstrate how to earn money to buy a gift. They will learn about ways to earn money by talking with their parents or their neighbors or by watching television programs and commercials.
2. Count the money which they have earned by 1's, 5's, and 10's. They will do this by completing money counting pages and by playing money games.

## SPECIAL INSTRUCTIONS AND DIRECTIONS

Before you give this capsule to any student, be sure there is a math learning center or math table where the following items are available:

1. Cassette recorder-player.
2. Manila paper.
3. Crayons.
4. A copy of the book Dinosaurs or Footprints (if available).
5. All of the teacher made games which are described on the pages to follow.
6. The two commercially made games, MATH BASICS and SHOPPING LISTS II (if available).

Also, before you give this capsule to any student, be sure the student can recognize pennies, nickels, and dimes, and knows the value of the coins.

The author recommends that the teacher using this capsule tape the student's directions. Use your own judgment about this depending upon the student's reading level.

Several games are mentioned in the student's capsule. MONEY is a teacher-made game which is played like BINGO. There is a set of four MONEY-MATCHING games. These are a puzzle type. They are to be made by the teacher. LEARN AS YOU EARN is also a teacher-made game. Directions for making all of these games are included in this manual.

MATH BASICS and SHOPPING LISTS II are commercially made games for group activities. MATH BASICS involves counting pennies to one dime. SHOPPING LISTS II involves counting beyond a dime. Information regarding these is listed in the Bibliography.

Expected time for completion of this capsule is four to six hours over a period of a week or two depending upon the student's ability.

## ASSESSMENTS AND KEYS

Nothing is written in the student's capsule about tests for Part I. The Author intends for the tests to be done as follows:

PART I

Pre-test: Ask the child to think about ways to earn money. Using the form included on page 5a direct the student to to draw a picture to show this. Have the student tell you about his picture. Based upon the quality of the response, the teacher may determine the student's need to do Part I, Earning Money. If the student does not need to do Part I, direct him/her to do Part II.

Post-test: A copy of the post-test and a key are included on the following pages.

PART II pre and post-tests and their keys are included in the Teacher's Guide.

Name Key Grade _____

Date _____

Earning Money Post-test I

Put a line around the pictures that show ways that you or your friends could earn money to buy a gift.

(A)

(B)

(C)

(D)

(E)

## KEY FOR PRE-ASSESSMENT FOR PART II

The pre-assessment for PART II is a task analysis type for all six of the money counting pages in the student's capsule. It precedes the title page for PART II in the student's capsule.

Key for the Pre-Assessment for PART II.

1. 14¢
2. 17¢
3. 21¢
4. 30¢
5. An x should be on a dime and two pennies.
6. An x should be on a dime, a nickel, and three pennies.

Based upon the student's performance on the pre-assessment, the teacher should decide which of the money counting pages in the student's capsule the child needs to do. The directions to the student are to do all six of the pages, but the teacher may adjust this to the needs of the student.

## KEYS FOR MONEY COUNTING PAGES

PAGE 1

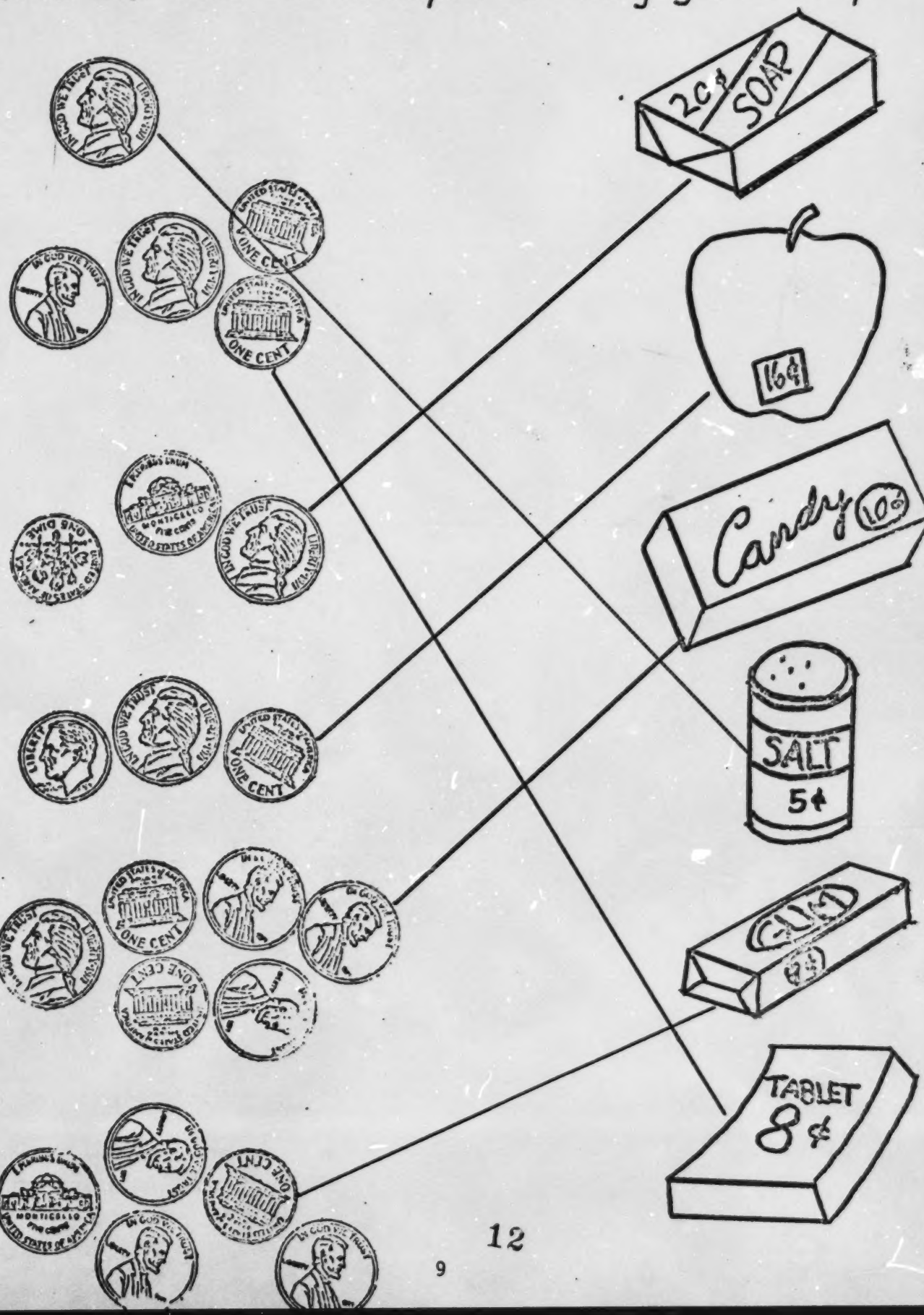
1. 4¢
2. 6¢
3. 5¢
4. 7¢
5. 9¢
6. 11¢
7. 15¢
8. 10¢
9. 7¢

PAGE 2

1. 15¢
2. 13¢
3. 11¢
4. 16¢
5. 12¢
6. 14¢
7. 15¢
8. 18¢
9. 16¢

Key for Page 3

..Draw a line from the money to the thing you can buy.



## KEYS FOR MONEY COUNTING PAGES

| PAGE 4 | PAGE 5 | PAGE 6 |
|---|---|---|
| 1. 30¢ | 1. 20¢ | 1. 20¢ |
| 2. 50¢ | 2. 15¢ | 2. 21¢ |
| 3. 70¢ | 3. 25¢ | 3. 35¢ |
| 4. 80¢ | 4. 30¢ | 4. 45¢ |
| 5. 33¢ | 5. 10¢ | 5. 34¢ |
| 6. 41¢ | 6. 15¢ | 6. 17¢ |
| 7. 62¢ | 7. 9¢ | 7. 71¢ |
| 8. 13¢ | 8. 7¢ | 8. 26¢ |
| 9. 61¢ | 9. 11¢ | 9. 50¢ |

## KEY FOR THE POST-ASSESSMENT FOR PART II

On the following page is a Post-Assesement for PART II. This is not in the student's capsule. Please remove this copy for the student to use.

KEY

There should be an x on the following coins:

Row 1--2 nickels and any 2 pennies.

Row 2--2 dimes and 1 nickel or 1 dime and 3 nickels.

Row 3--2 dimes and 2 nickels.

Row 4--5 nickels and 1 penny.

Row 5--1 dime, 2 nickels, and 1 penny.

Row 6--2 dimes, 1 nickel, and 2 pennies.

Row 7--all coins.

## QUEST ACTIVITIES

The quest activites are not in the student's capsule. The teacher should suggest these to the student.

Choose one activity or do more if you like.

1. If the child does not have a piggy bank, let him/her make one. Ask the child to save a milk carton at school. Wash it out and let it dry. Cover it with construction paper and decorate it. Tape the top down, but leave a place to drop the money in.

OR

2. Ask the child to make up a game using money. Use your imagination to direct the student.

OR

3. Have the student write a story about how he/she plans to shop for this gift and what he/she plans to buy. The student may illustrate by drawing a picture.

OR

4. Have the student play MONEY GAME-LEARNING GAME BOARD. (This game involves the identification of quarter, half dollar, and one dollar. It also involves learning the value of these coins).

# DIRECTIONS FOR TEACHER MADE GAMES

There are five MONEY cards for the students and one Master Card.

The author recommends that thesecards be copied or removed from the teacher's guide. The cards should be glued to oaktag and laminated to make them more durable.

The author also recommends that the teacher calls the numbers and supervises the game.

Student Card

| M | O | N | E | Y |
|---|---|---|---|---|
| Penny | dime | 5¢ | nickel | Penny |
| nickel | 1¢ | Penny | 10¢ | dime |
| Dime | Nickel | Free | 1¢ | 10¢ |
| 1¢ | Penny | 1¢ | 5¢ | Nickel |
| 10¢ | 5¢ | 10¢ | Dime | 5¢ |
| M | O | N | E | Y |

# Student Cards



| M | O | N | E | Y |
|---|---|---|---|---|
| 10¢ | Penny | 5¢ | dime | 10¢ |
| Dime | 1¢ | 10¢ | 5¢ | Dime |
| 1¢ | Dime | Free | Penny | 1¢ |
| nickel | 5¢ | Nickel | 10¢ | nickel |
| Penny | Nickel | Penny | 1¢ | 5¢ |
| M | O | N | E | Y |



| M | O | N | E | Y |
|---|---|---|---|---|
| Dime | 1¢ | dime | Nickel | dime |
| 5¢ | Nickel | 1¢ | 10¢ | 5¢ |
| 1¢ | Penny | Free | Penny | nickel |
| penny | 10¢ | nickel | 5¢ | 10¢ |
| 10¢ | 5¢ | penny | Dime | 1¢ |
| M | O | N | E | Y |

Student Cards

| M | O | N | E | Y |
|---|---|---|---|---|
| 1¢ | 10¢ | Penny | 5¢ | Nickel |
| Dime | 5¢ | 1¢ | nickel | Penny |
| 10¢ | Nickel | Free | 10¢ | 1¢ |
| Penny | dime | 10¢ | dime | 5¢ |
| nickel | Penny | 5¢ | 1¢ | Dime |
| M | O | N | E | Y |

19

| M | O | N | E | Y |
|---|---|---|---|---|
| 5¢ | dime | Penny | Dime | 5¢ |
| nickel | 1¢ | Nickel | 1¢ | Penny |
| dime | penny | Free | 5¢ | 10¢ |
| 10¢ | nickel | Dime | penny | Nickel |
| 1¢ | 10¢ | 5¢ | 10¢ | 1¢ |
| M | O | N | E | Y |

20

# Master Card

| | | | | | |
|---|---|---|---|---|---|
| | M | O | N | E | Y |
| 1¢ | | | | | |
| 5¢ | | | | | |
| 10¢ | | | | | |
| Penny penny | | | | | |
| Nickel nickel | | | | | |
| Dime dime | | | | | |
| | M | O | N | E | Y |

The teacher who uses this capsules will need to make "cover squares" for the children to use or give them something with which to cover the coin value or coin name as it is called. The teacher will also need to make cover squares for the Master Card. For example:

| | | |
|---|---|---|
| M 1¢ | O 1¢ | N 1¢ etc. |

| | | |
|---|---|---|
| M 5¢ | O 5¢ | N 5¢ |

etc.

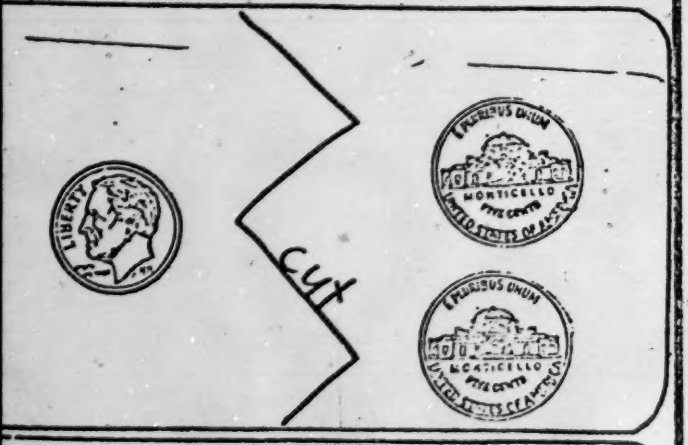
You will need to continue as illustrated until you have a cover for each square on the Master Card. Put these in a box to draw from. As you draw one out, say what you have, allow the children time to cover it on their cards, and then place it on the Master Card as a check when someone has MONEY.

# Money-Matching Games

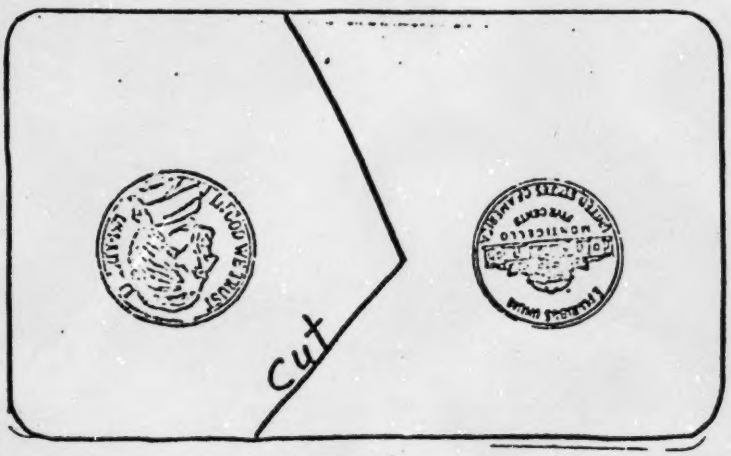
On this page and the following pages you will find patterns for the four Money-Matching games. You may copy these. The author suggests that these cards be made on oaktag and laminated. Each card needs to be cut into two pieces. The cards for each set should be mixed up. Have the student put them back together as he/she would put a puzzle together. Each set of cards should be color coded in any manner which you may choose so that the sets do not get mixed up.

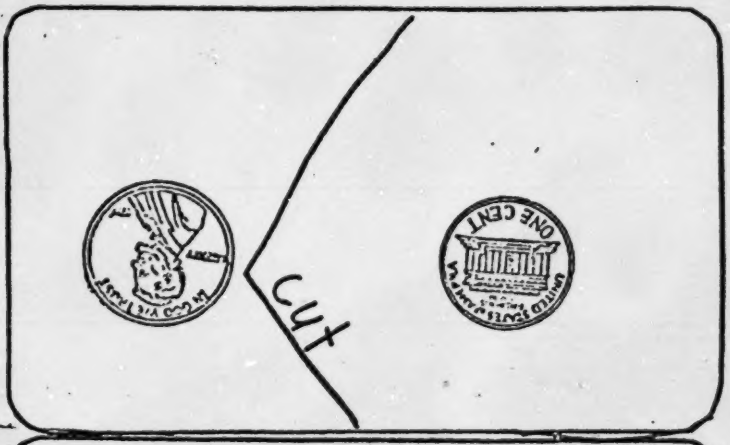
Match Heads
and Tails

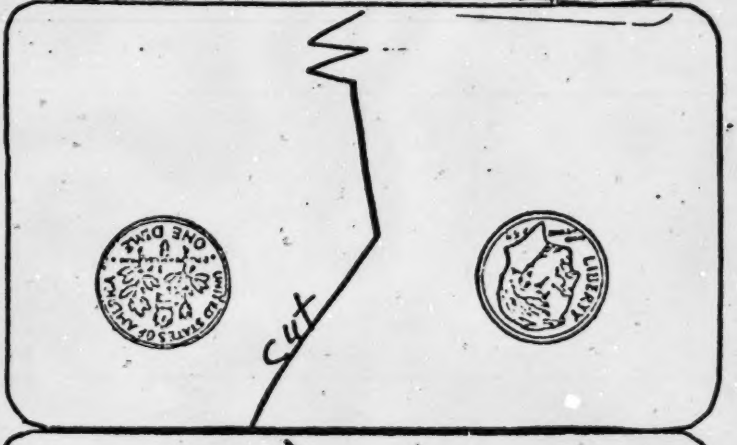
## Matching Heads and Tails (continued)



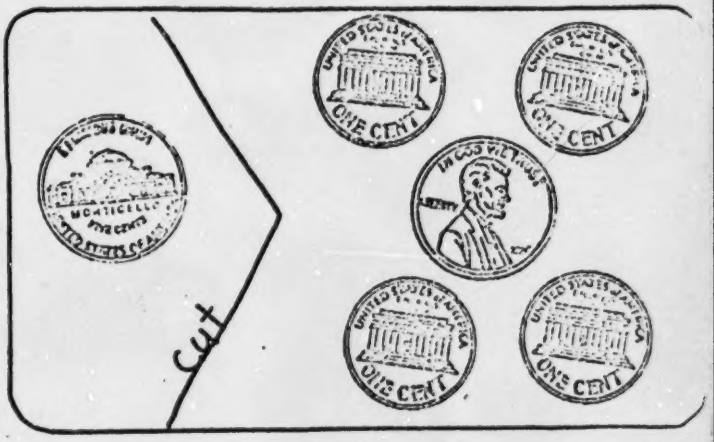
## Matching Heads and Tails (continued)

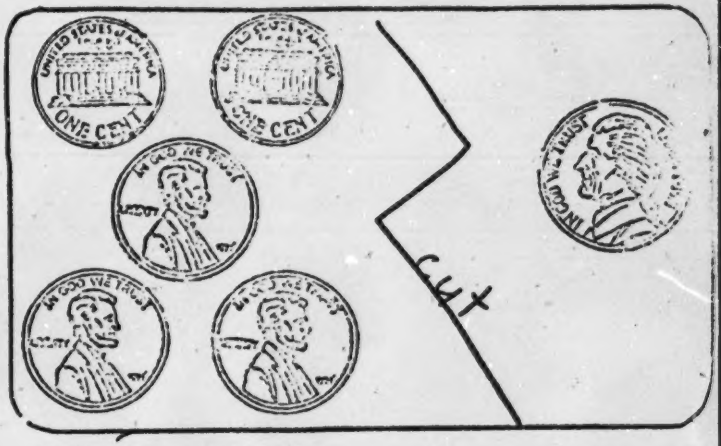


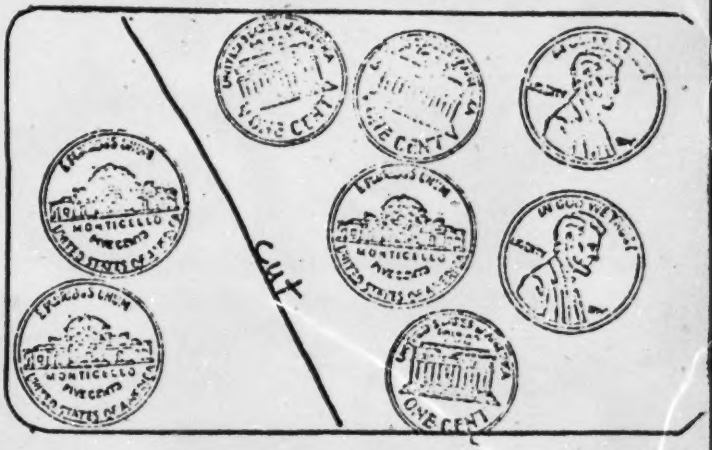



# Equal Value to 10¢







# Matching Coins With the ¢ Sign and Money Words

5¢

1¢

5¢

$1

¢ cent

1 cent

Matching Coins with the ¢ sign and money words.

1 cent

Nickel

penny

nickel

Penny

10¢

5 cents

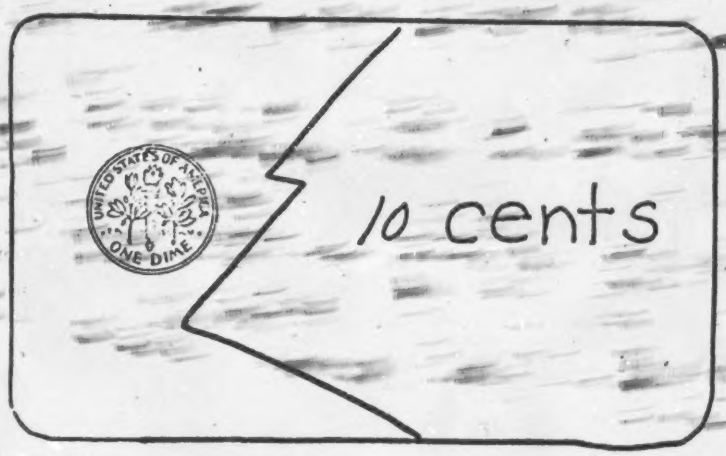
10¢

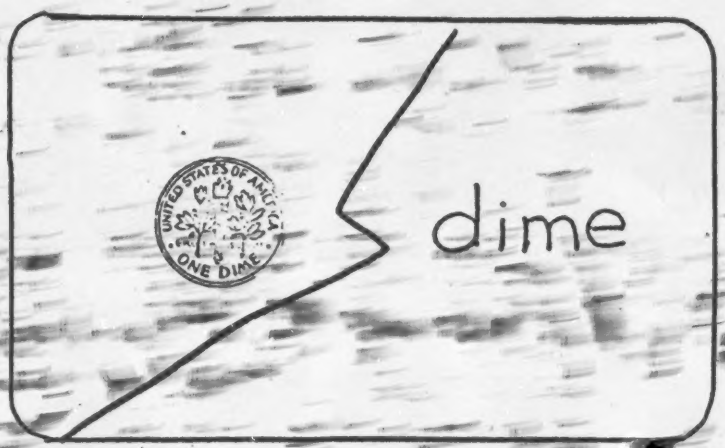
5 cents



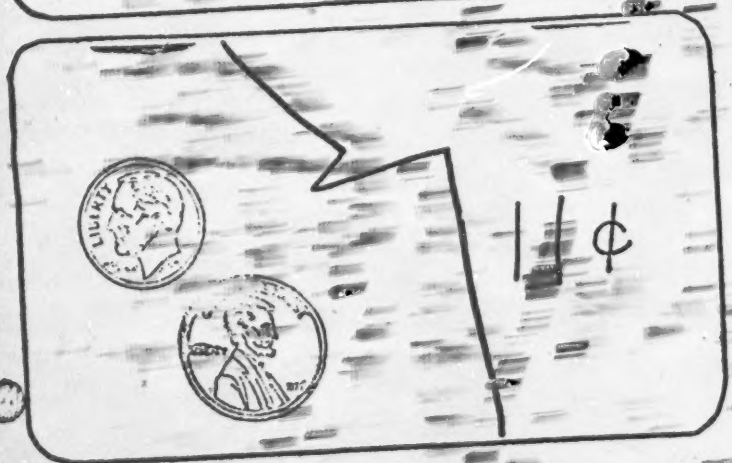
Matching Coins With the ¢ Sign and Money Words
(continued)

Matching Coins with the ¢ sign and money words. (continued)

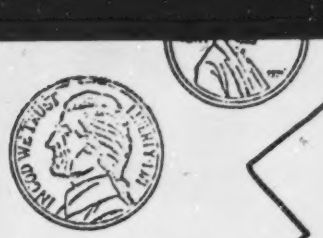


# Counting Money from 6¢ to 20¢



8¢



6¢

15¢

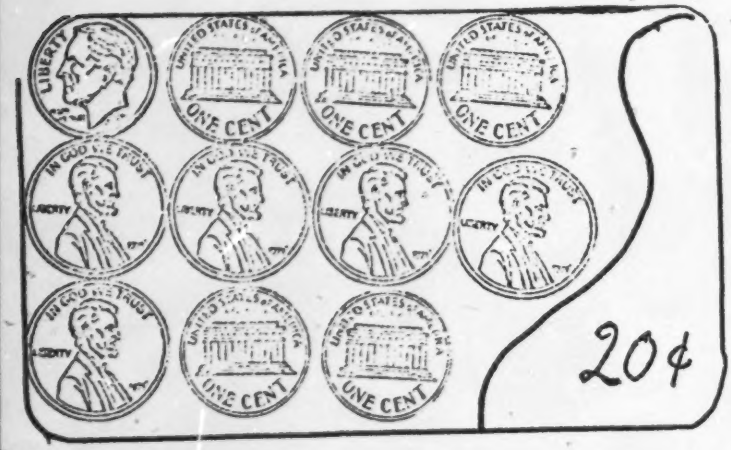
7 cents

16¢

8 cents

17¢

12¢



.27

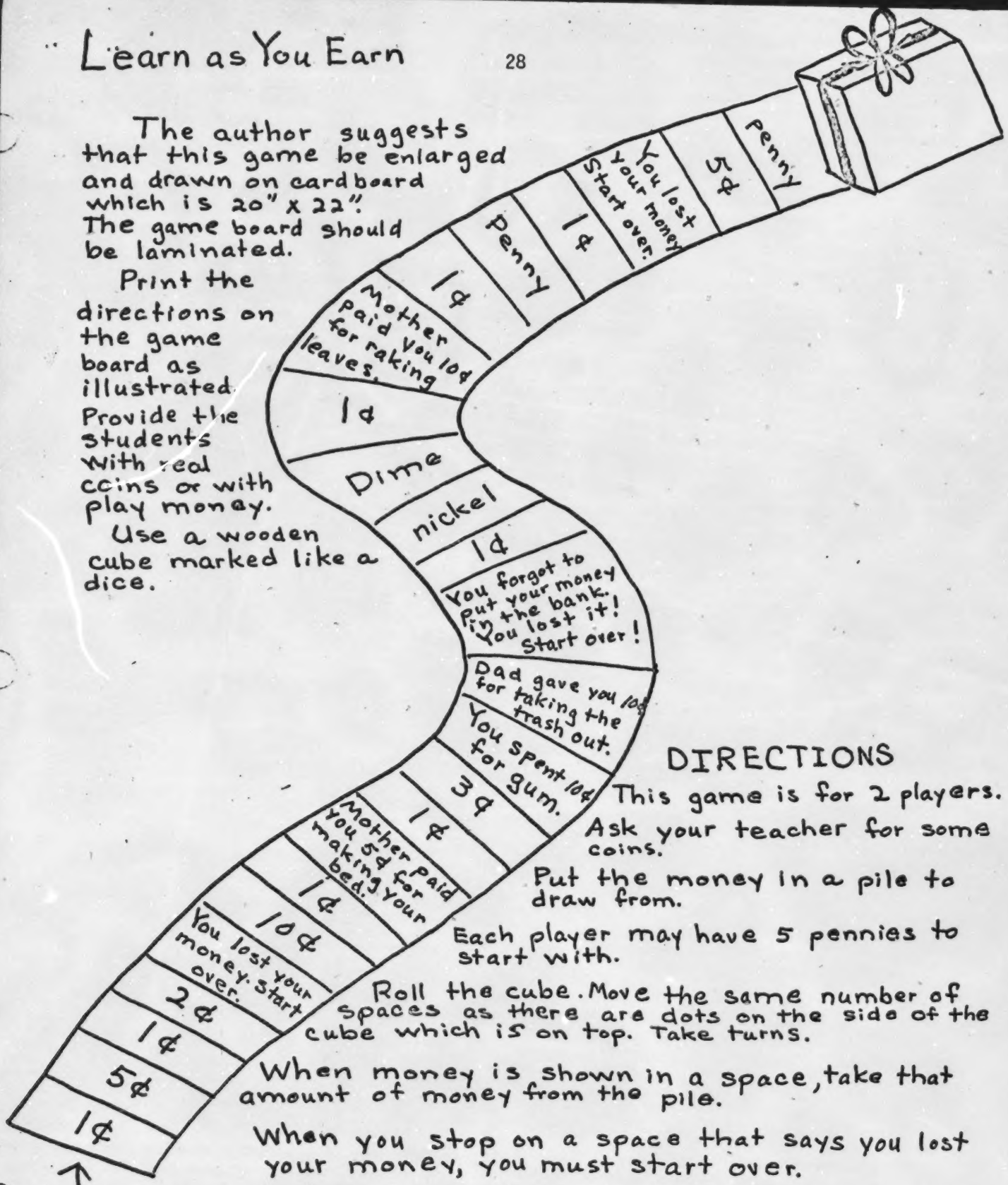
# Learn as You Earn



The author suggests that this game be enlarged and drawn on cardboard which is 20" x 22". The game board should be laminated.

Print the directions on the game board as illustrated. Provide the students with real coins or with play money.

Use a wooden cube marked like a dice.




## DIRECTIONS

This game is for 2 players.

Ask your teacher for some coins.

Put the money in a pile to draw from.

Each player may have 5 pennies to start with.

Roll the cube. Move the same number of spaces as there are dots on the side of the cube which is on top. Take turns.

When money is shown in a space, take that amount of money from the pile.

When you stop on a space that says you lost your money, you must start over.

The person who gets to the gift first wins.

Count your money. The person who has the most money, gets 10¢ to start the next game instead of 5¢.

## Bibliography

Cover Picture for PART I. Elgin, Illinois: David C. Cook Publishing Company.

Durr, William, Jean Le Pere, and Mary Alsin. Dinosaurs. Geneva, Illinois: Houghton Mifflin Company, 1971.

Durr, William, Jean Le Pere, and Mary Alsin. Footprints. Geneva, Illinois: Houghton Mifflin Company, 1976.

Math Basics II, Lakeland, Florida: ATC Publishing Corporation, 1976.

Money Game-Learning Game Board # 272. Niles, Illinois: Developmental Learning Materials, 1972.

Money Stamps, Heads #258. Niles, Illinois: Developmental Learning Materials, 1975.

Money Stamps, Tails #349. Niles, Illinois: Developmental Learning Materials, 1975.

Shopping Lists Game II, #321. Niles, Illinois: Developmental Learning Materials, 1975.

ATC Publishing Corporation

Box 5588

Lakeland, Florida 33803

Math Basics II $23.95

Developmantal Learning Materials

7440 Natchez Avenue

Niles, Illinois 60648

| | |
|---|---|
| Money Game-Learning Game Board#272 | $5.00 |
| Money Stamps, Heads #258 | $6.00 |
| Money Stamps, Tails #349 | $6.00 |
| Shopping Lists Game #321 | $7.00 |

Houghton Mifflin Company

1900 South Batavia Avenue

Geneva, Illinois 60134

Dinosaurs

Footprints $1.95

Western Publishing Company, Inc.

Racine, Wisconsin

metrics-time-money 59¢ (Pictures for Money Counting page 3 are from this book-page 13).

Copyright 1974 by
Western Publishing
Company, Inc. Produced in the U.S.A.

# APPENDIX

This appendix contains copies of all worksheets and assessments. These copies may be used to make your own classroom quantity copies. To use, unstaple the sides of the teacher's guide and remove the worksheet and assessment pages. Restaple the remaining pages of the teacher's guide.

Name _____ Grade _____

Date _____

Earning Money - Pre-test I

To the teacher: Have the student draw a picture that shows a way that the student could earn money to buy a gift. On the lines at the bottom of this page write a sentence indicating the job that the student has chosen.

_____

_____

Name _____ Grade _____

Date _____

Earning Money Post-test I

Put a line around the pictures that show ways that you or your friends could earn money to buy a gift.

(A)

(B)

(C)



(D)

(E)

Earning Money

Name _____

Pre-test 2

How many cents?

1.

_____ ¢

How many cents?

2.

_____ ¢

How many cents?

3.

_____ ¢

How many cents?

4.

_____ ¢

Put an X on the correct coins.

5. 12¢

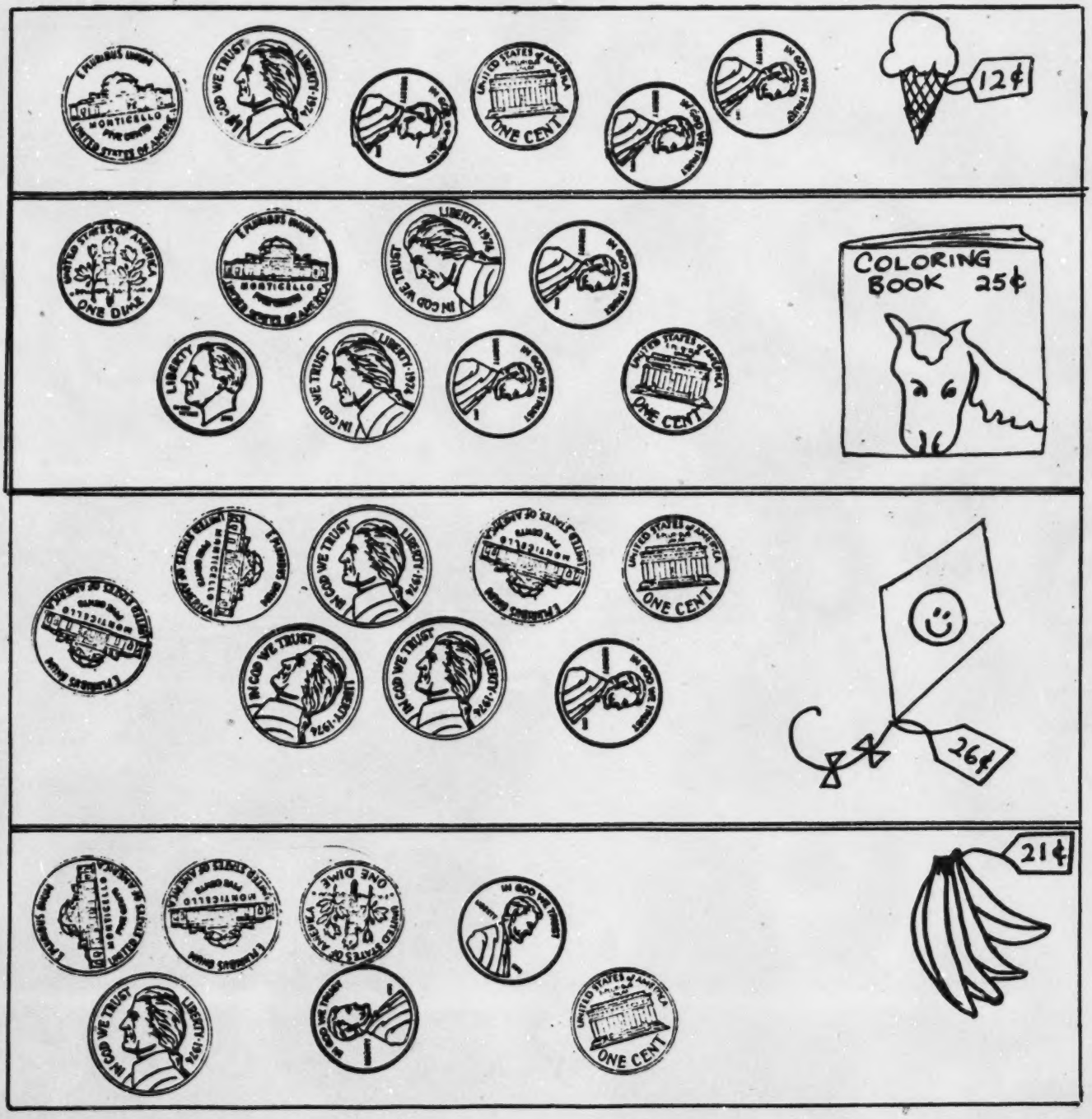
6. 18¢

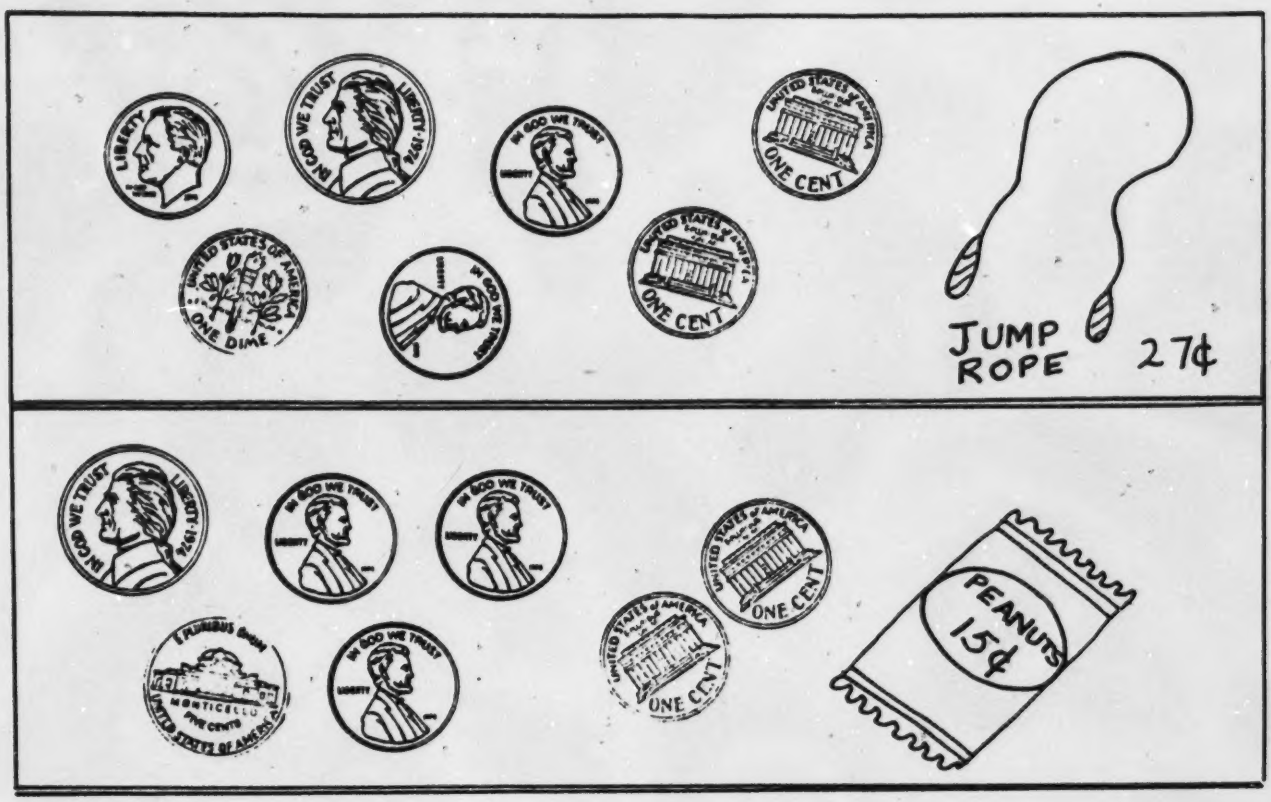
37

Earning Money Post-test 2

Name _____

In each row put an X on the coins you need to buy the gift.




LIBERTY
IN GOD WE TRUST
LIBERTY 1974
IN GOD WE TRUST
UNITED STATES OF AMERICA
ONE DIME
IN GOD WE TRUST
UNITED STATES OF AMERICA
ONE CENT
UNITED STATES OF AMERICA
ONE CENT
JUMP ROPE 27¢
IN GOD WE TRUST
LIBERTY 1974
IN GOD WE TRUST
IN GOD WE TRUST
UNITED STATES OF AMERICA
ONE CENT
PEANUTS 15¢
MONTICELLO
UNITED STATES OF AMERICA
IN GOD WE TRUST
UNITED STATES OF AMERICA
ONE CENT

7a

BEST COPY AVAILABLE

RECORD SHEET*

Student's Name_____ Date_____

PART I

| | |
|---|---|
| Pre-test | Comments: |
| Post-test | Comments: |

MONEY COUNTING PAGES-PART II

| | Page 1 | Page 2 | Page 3 | Page 4 | Page 5 | Page 6 |
|---|---|---|---|---|---|---|
| Comments: | | | | | | |

PART II

| | |
|---|---|
| Pre-test | Comments: |
| Post-test | Comments: |

THINGS TO DO, PART I

| Read the story, "We Walk Dogs" | | Talked with my parents. | | Talked with my neighbors. | | Watched television for ideas. | |
|---|---|---|---|---|---|---|---|
| YES | NO | YES | NO | YES | NO | YES | NO |
| | | | | | | | |

THINGS TO DO, PART II

| Played MONEY | | MONEY-MATCHING GAMES | | | | LEARN AS YOU EARN | | MATH BASICS | | SHOPPING LISTS II | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| YES | NO | 1 | 2 | 3 | 4 | YES | NO | YES | NO | YES | NO |
| | | | | | | | | | | | |

*This page may be removed and a copy may be made for each student who uses the capsule.



(over)

| | | |
|---|---|---|
| Activity 1 | Yes<br>No | Comments: |
| Activity 2 | Yes<br>No | Comments: |
| Activity 3 | Yes<br>No | Comments: |
| Activity 4 | Yes<br>No | Comments: |

# Count the Money

1. ____¢

2. ____¢

3. ____¢

4. ____¢

5. ____¢

6. ____¢

7. ____¢

8. ____¢

9. ____¢

# Count the Money

1. ____ ¢

2. ____ ¢

3. ____ ¢

4. ____ ¢

5. ____ ¢

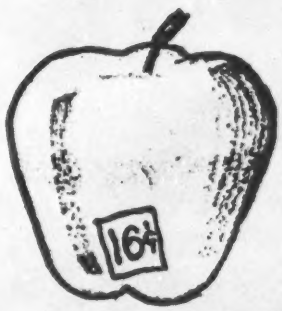
6. ____ ¢

7. ____ ¢

8. ____ ¢

9. ____ ¢

Draw a line from the money to the thing you can buy.



# Count the Money

1. ____ ¢

2. ____ ¢

3. ____ ¢

4. ____ ¢

5. ____ ¢

6. ____ ¢

7. ____ ¢

8. ____ ¢

9. ____ ¢

# Count the Money

1. ____ ¢

2. ____ ¢

3. ____ ¢

4. ____ ¢

5. ____ ¢

6. ____ ¢

7. ____ ¢

8. ____ ¢

9. ____ ¢

# Count the Money

1. ____ ¢

2. ____ ¢

3. ____ ¢

4. ____ ¢

5. ____ ¢

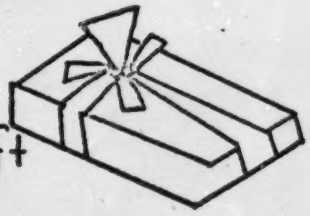
6. ____ ¢

7. ____ ¢

8. ____ ¢

9. ____ ¢

# EARNING MONEY

to Buy a Gift  for Someone

in Your Family

and Counting What You Have Earned

Student Material

Go to the Math table. You will find a cassette player there. It has a cassette in it. Press the PLAY button. Ready? Read the directions on your page with me.

Since you know what a penny, a nickel, and a dime look like and what they are worth, you are ready to learn more about money and a good use for it.

Since boys and girls like to give gifts to others, wouldn't it be fun to earn your own money to spend for a gift for someone in your family instead of asking Mom or Dad for the money? Wouldn't it also be fun to learn to count your money and how to save it?

On the next page you will see listed exactly what you will learn by doing the things in this capsule.

Now turn the page.

## OBJECTIVES

The word at the top of this page is the word "OBJECTIVES." It means that when you have finished this capsule you will be able to do the following:

1. First you will be able to draw pictures to show ways in which children may earn money or tell about ways to earn money by talking with your parents and your neighbors and by watching television programs and commercials.
2. Second you will count the money which you have earned. You will count by 1's, 5's, and 10's. You will learn to do this by doing money counting pages and by playing money games.

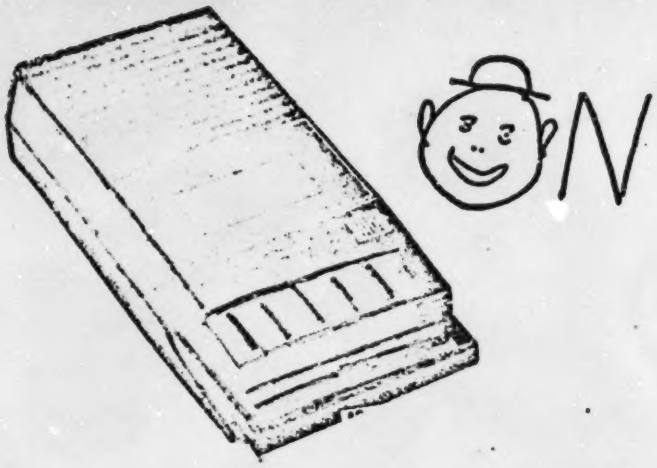
When you finish this capsule there are some more fun things that you may choose to do.

Now turn the page.

Jim promised to pick up all of the sticks.

At the top of this page you see the words "Part One--Earning Money." You also see a picture of a boy picking up sticks. Under the picture it says, "Jim promised to pick up all the sticks." Does this give you an idea about earning money? On the next page you will find a list of some things to do to help you with more ideas.

Now turn the page.




Now do one of the things listed below. You may do more if you want, but you must do at least one.

1. Draw a picture to show how you plan to earn some money.

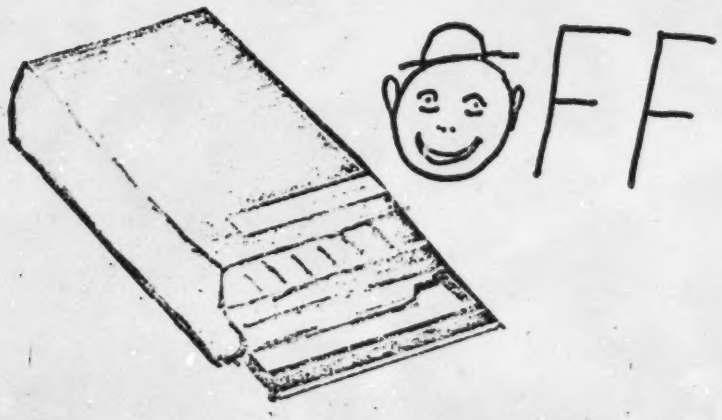
OR

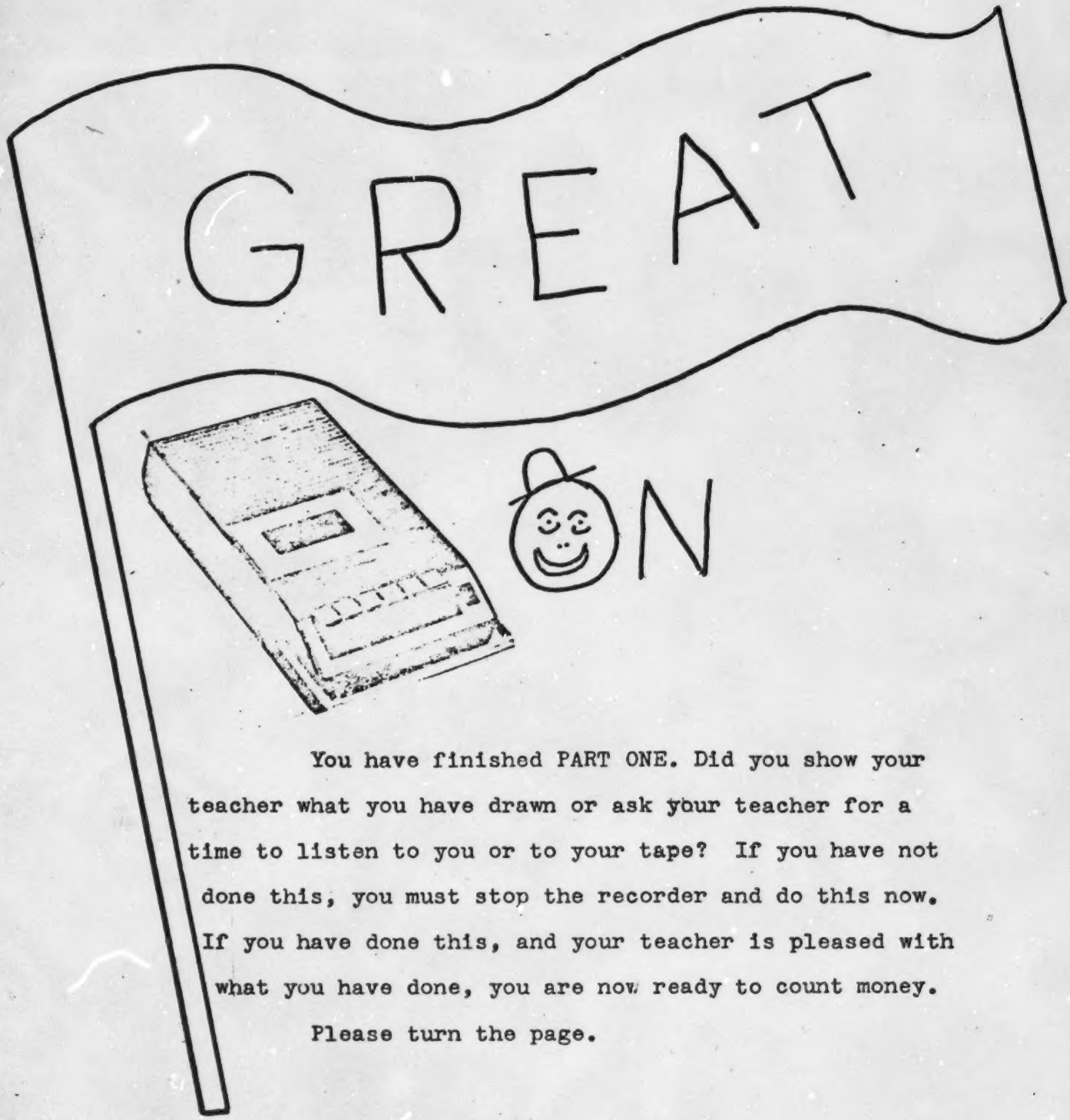
2. Tell your teacher how you plan to earn some money.

OR

3. Pretend that someone in your family is having a birthday next week. You want to buy a present for that person. You may use the cassette recorder and record your story in which you tell your teacher about the way or ways you plan to earn the money.

Turn off the recorder until you have done one of these things.






You have finished PART ONE. Did you show your teacher what you have drawn or ask your teacher for a time to listen to you or to your tape? If you have not done this, you must stop the recorder and do this now. If you have done this, and your teacher is pleased with what you have done, you are now ready to count money.

Please turn the page.

THINGS TO DO:

Do one of the things listed below. You may do more if you want, but you must do at least one.

1. Read the story, "We Walk Dogs," on page 13 in the book Dinosaurs or on page 16 in the book Footprints.

OR

2. Talk with your parents about little jobs or chores which you can do for them to earn money. Ask them to please pay you in pennies, mickels, and dimes.

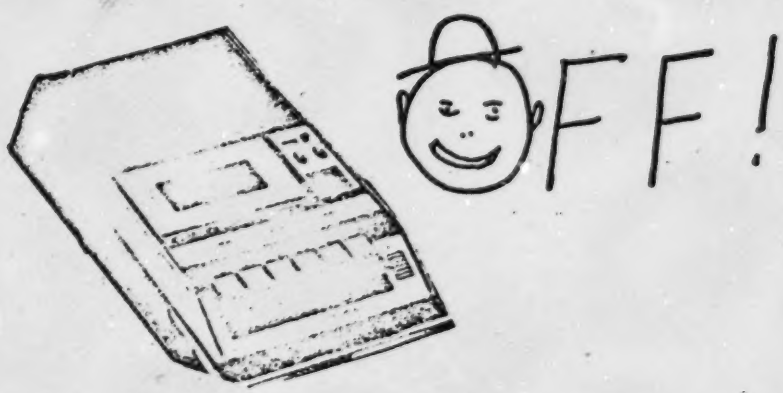
OR

3. Ask your parents' permission to talk with your neighbors about jobs which you can do for them to earn money. Ask them to please pay you in pennies, nickels, and dimes.

OR

4. Watch television programs and television commericals for ideas about earning money.

Turn off the recorder until you do one or more of these things. Don't forget to come back to the recorder for more directions.



# PART TWO

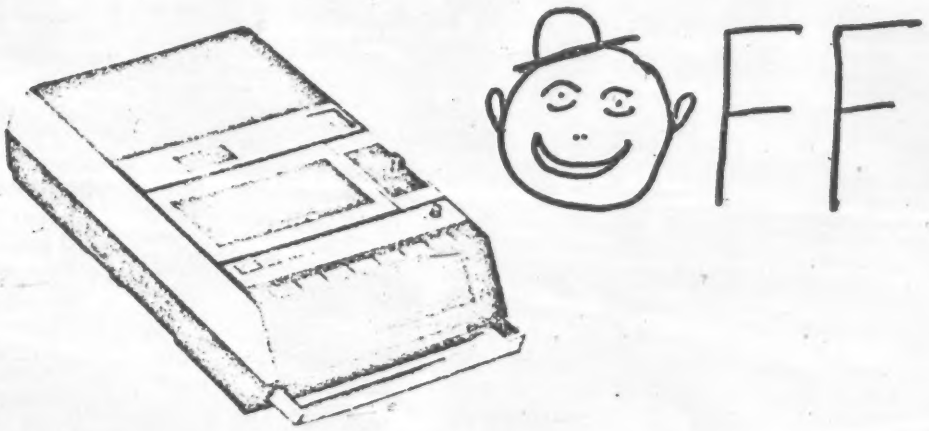
# COUNTING

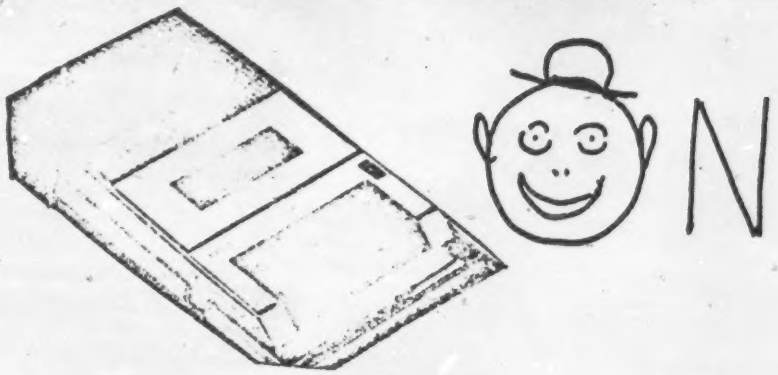
## the Money Which You Have Earned.

PART TWO--COUNTING THE MONEY WHICH YOU HAVE EARNED

Can you count the money which you have earned? After you do these things you will be able to count your money by using what you know about counting by 1's, 5's, and 10's because pennies are 1's, nickels are 5's, and dimes are 10's.

Do the money pages which are numbered 1, 2, 3, 4, 5, and 6. You may write on these pages with a crayon. Do one page at a time, and show it to your teacher. When you have done all six pages and your teacher has checked them, you should come back to the recorder for more directions. Now do your money pages, but don't forget to come back.






Here are more things to do. Do one of the things listed below. You may do more than one if you want.

1. Play the game called MONEY with four friends. Let your teacher know when you are ready.

OR

2. Do the MONEY--MATCHING GAMES. Do one set at a time. Let your teacher see each set as you finish it.

OR

3. Play the LEARN AS YOU EARN GAME with a friend.

OR

4. Play the game, MATH BASICS. Choose two friends to play with you. Let your teacher know when you are ready to do this.

OR

5. Play the game, SHOPPING LISTS II.